

THE INFLUENCE OF USING GUIDED CONVERSATION TECHNIQUE  
TOWARDS STUDENTS' SPEAKING SKILL AT THE FIRST SEMESTER OF  
THE ELEVENTH GRADE OF MAN 2 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2019/2020

A Thesis  
Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By

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## ABSTRACT

This thesis intended to determine the extent to which significant influence of using Guided Conversation Technique towards students' speaking skill at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2019/2020. According to the preliminary of the research, the students' speaking is still low. Some of students do not have good fluency in speaking English, and also the students feel shy and afraid to speaking English. To find a solution, the researcher applied Guided Conversation Technique. Guided Conversation is one of technique to teach speaking by guide the students to speak in pairs with good pronunciation and giving the students opportunity about how to speak English well, then they can speak in less mistakes with their opposite speakers.

The research design was quasi experimental design with the treatment held in three meetings. The samples of this research were two classes, XI IPS 2 as experimental class and XI IPS 4 as control class. The researcher used Guided Conversation Technique in experimental class and Role Play in control class. The experimental class consisted of 35 students and control class consisted of 35 students also. In collecting the data, the researcher used test instrument pre-test and post-test. The students had to do dialogue with their partner in order to give an advice/suggestion based on the topic they got. The researcher used Independent T-Test to analysis the data.

From the data analysis, it was found that the result of the test was Asymp. Sig. (2-tailed)= 0.532 >  $\alpha = 0.05$ . So,  $H_0$  was accepted and  $H_a$  was rejected. Based on the computation, it can be concluded that there is no a significant influence of using Guided Conversation Technique towards students' speaking skill at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2019/2020.

**Keywords: Guided Conversation Technique, Speaking Skill, Quasi Experimental**

## DECLARATION

I hereby state that this thesis entitled: The Influence of Using Guided Conversation Technique Towards Students' Speaking Skill at the First Semester of the Eleventh Grade of MAN 2 BANDAR LAMPUNG in the Academic Year of 2019/2020 is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.







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SEMESTER OF THE ELEVENTH GRADE OF MAN 2  
BANDAR LAMPUNG IN THE ACADEMIC YEAR OF  
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## MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي<sup>١</sup> (٢٥)

وَيَسِّرْ لِي أَمْرِي<sup>١</sup> (٢٦)

وَاحْلُلْ عُقْدَةً مِّنْ لِّسَانِي<sup>١</sup> (٢٧)

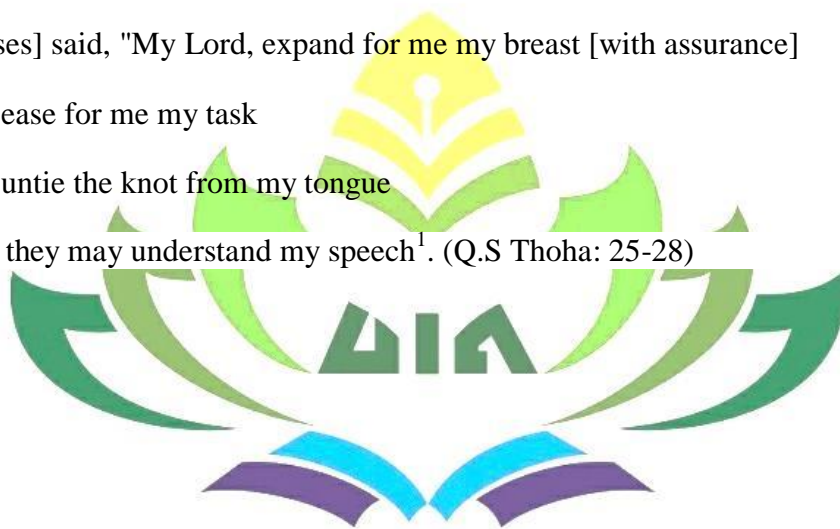
يَفْقَهُوا قَوْلِي (٢٨)

25. [Moses] said, "My Lord, expand for me my breast [with assurance]

26. And ease for me my task

27. And untie the knot from my tongue

28. That they may understand my speech<sup>1</sup>. (Q.S Thoha: 25-28)



---

<sup>1</sup>Khadim al HaramainasySyarifain& Fahd ibn' Abd al' Aziz Al Saud, *The Noble Qur'an*, (Jakarta: YayasanPenyelenggaraPenterjemah/Pentafsir Al-Qur'an, 1971), p. 478.

## DEDICATION

I really appreciate these people, who always cares of me and never leave me in every condition. May Allah SWT is blesse them in their life time. I dedicated this thesis to:

1. My beloved parents 'Bapak' and 'Mamak'. I do love Bapak and Mamak as much as possible that I can not give them any precious things. I just want to say that they keep healthy and always be happy. God bless your life Bapak and Mamak.
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## **CURRICULLUM VITAE**

Robby Dian Pratama, he was born on June 18<sup>th</sup> 1997 in Tulang Bawang, Lampung. he is the first child from two children of Mr. Abdul Rozak and Mrs. Suwarti, and he has only one brother, Ridwan Muchromi.

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Praised be to Allah SWT the almighty, the Most Merciful, and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace be upon our prophet Muhammad SAW with his family and followers. This thesis entitled “The Influence of Using Guided Conversation Technique towards Students’ Speaking Skill at the First Semester of the Eleventh Grade of MAN 2 Bandar Lampung in the Academic Year 2019/2020” is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

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Finally, the researcher is fully aware that there are many weaknesses in this thesis. Therefore, the researcher will accept criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, November 2019  
The Researcher,

Robby Dian Pratama  
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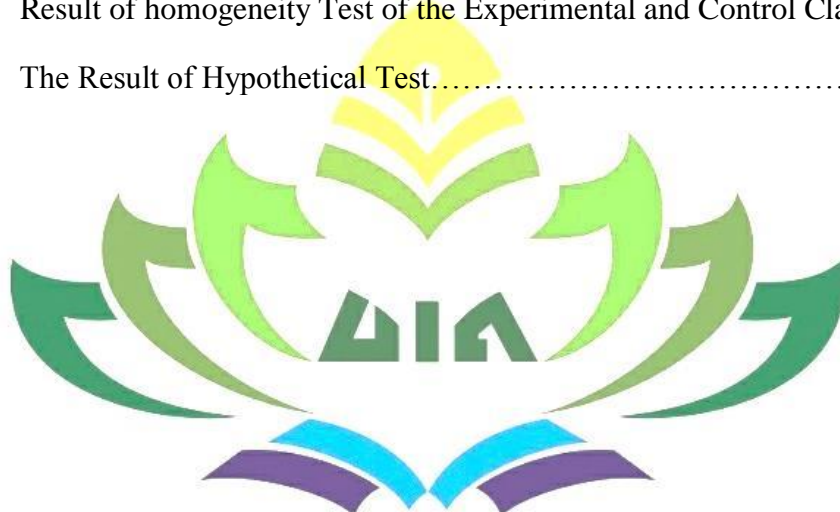
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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem.**

There are four skills that should be mastered in learning English, and speaking is one of them that should be mastered, speaking skill became very important in the education field, students need to be exercised and trained in order to have a good speaking skill. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.<sup>2</sup> Speaking literally is the action of conveying information or expressing one's thoughts and feelings in spoken language. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. In speaking, we must use appropriate grammar and pronunciation, in order to avoid misunderstanding in the delivery.

The teacher communicates with the students by language. Then, language must be express with speak. In speaking, to present the speaking materials the speakers should be able to manage the words using the right tenses or grammar. Because it easy to get the information from the speaker. Speaking is the productive skill in the oral mode. In speaking class, speaking not only learn of the theory but also should be practiced. Through the practice speaking directly, students can better understand but in practice must remain with the control of teachers.

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<sup>2</sup> C.J. Brumfi, K. Johnson, *Language learning through communication practice: In The Communicative Approach to Language Teaching*, (London: Oxford University Pres,1979), p.167



By interviewing the English teacher of MAN 2 Bandar Lampung, Miss Wahyu Fardhusila, S.Pd. , she said, she used role play technique in teaching speaking, she teaches 2 classes there are XI IPS 2, and XI IPS 4. She said, the students had some weaknesses on speaking. They took much time to practice the materials. The students find difficulties to pronounce the word well. The students can not understand the meaning of the material and the students do not have good fluency in speaking English.<sup>3</sup>

Based on the interview in preliminary research, the writer got the data of student's speaking test from the English teacher. Especially in suggestion and advice materials. Here are the table of scoring standard based on brown:

**Table 1**  
**Scoring Standards and Range in Speaking Assessments**

Standards of Scoring	Range of Score	Total of Students	Percentage
Excellent	80-100	6	8.57
Very Good	73-79	8	11.42
Good	65-72	17	24.42
Average	60-64	17	24.42
Poor	56-59	11	15.71
Very Poor	≤55	11	15.71
<b>Total</b>		<b>70</b>	<b>100.00</b>

Source: *The data from English Teacher of MAN 2 Bandar Lampung*

Based the table above, it can be seen that from 70 students of XI IPS 2 and XI IPS 4, there are 6 students (8.57%) who got speaking score of excellent, 8

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<sup>3</sup> Wahyu Fardhusila , an English teacher at the eleventh grade of MAN 2 Bandar Lampung, *an interview* at August 15<sup>th</sup> 2019.

students (11.42%) who got score very good, 17 students (24.42%) who got score good, 17 students (24.42%) who got score average, 11 students (15.71%) got range of score poor and 11 students (15.71%) who got score very poor. It means most students still faced difficulties in speaking skill.

By interviewing the students, the researcher concluded that the students have some problems in teaching learning speaking using role play technique. The teacher only explained the material in front of the class and asked the students to do exercises, and asked them to speak based on the script. The students felt shy and afraid when they want to speak, they did not know how to pronouncing some words in the script well, because when they did practice, the teacher gave the script to the students, then the students had to practice it in the front of the class with their limitation of vocabulary, pronouncing the word, also grammar.

Based on the explanation above, the researcher argued that speaking skill of students will increase if the students have more participate and practice when the lesson of English. The researcher liked to suggest that one of the techniques that can be used to teach and to improve their speaking skill is a Guided Conversation Technique. In teaching speaking, guided conversation technique can be alternative technique to be applied. Guided Conversation is an effective technique to help students learn quickly and can master English material while being able to improve speaking skills, guided conversation also inspires students to create a communicative atmosphere in providing ideas, thoughts and responses while

giving criticism in correcting conversations.<sup>4</sup> Molinsky & Bliss stated that Guided conversation technique are dialogues and exercises that are the central learning devices the lesson begins with a model guided conversation that illustrate the use of one or more functions and the structures students require, all in the context of a meaning full exchange of communication.<sup>5</sup> This technique also to solve that are the problem faced by the students in learning English, such as, low vocabulary, feeling shy to speak English, being unconfident, and being afraid in making mistakes. The writer's believes that the Guided Conversation technique can be used to teach and to increase students' speaking skill by giving them enough opportunity to speak

To support this research, the writer has taken of related literature from the other graduating paper. First is the research arranged by Flaurensia Agustin. The title of his research is Improving students' ability in speaking about asking and giving opinion through Guided Conversation technique. In this study a study was conducted to find out the students' ability to talk about asking and giving opinions using guided conversations. The research is a classroom action research on eighth grade B students at SMP N 21 Terpadu Pontianak academic year 2011/2012. This research aims to find out how guided conversation in improving students' ability to talk about asking and giving opinions. Researchers used classroom action research as a method in this study. Based on the analysis on students' test results, the authors conclude that the qualification of the average score of students in the

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<sup>4</sup> Enidar widyaiswara, "Peningkatan Keterampilan Berbicara Bahasa Inggris melalui Guided Conversation", *Jurnal Speaking Skill*, Vol. 2 No.4 (March:2009), p.5

<sup>5</sup> Steven J Molinsky and Bill Bliss, *Express Ways English For Communication*, ( New Jersey : Prentice Hall, 1986), p. 7

second round (70.8) that reaches 100% mastery is categorized as Good to Excellent.<sup>6</sup>

The second research is teaching speaking skill by using guided conversation technique through pair taping to the seventh grade students of SMP PTI Palembang in the academic year of 2013/2014, and the researcher is Muhammad Holandyah, the objective of the study are to find out whether or not there is a significant improvement on students' speaking ability average score , to find out whether or not means paired differences on students' speaking ability who are taught by using guided conversation technique through pair taping higher than those who are taught by using teacher technique.<sup>7</sup> Muhammad Holandyah stated that based on the result of the research it was known that Guided Conversation technique can improve the students' speaking ability.

Based on the explanation above, Guided conversation is a good way to increase the students' speaking ability. They are some differences between the previous research and this research, if the previous research used action research, this research will use experimental research, even though the dependent variable is same (speaking skill) but the material that will be taught is different.

So, based on the explanation, the researcher wanted to know the influence of guided conversation in speaking skill. So, in this case this research concerned

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<sup>6</sup> Flaurensia Agustin, *"Improving students' Ability in Speaking about Asking and Giving Opinion Through Guided Conversation"*. (Skripsi Program S1 Pendidikan Bahasa Inggris Univrsitas Panca Bakti, Salatiga, 2011),

<sup>7</sup> Muhammad Holandyah, *"teaching speaking skill by using guided conversation strategy through pair taping to the seventh grade students of SMP PTI Palembang in the academic year of 2013/2014"* (Skripsi Program S1 Pendidikan Bahasa Inggris UIN Raden Fatah Palembang, 2013)



about The Influence of Using Guided Conversation technique towards Students' Speaking Skill at the Second Semester of the Eleventh grade of MAN 2 Bandar Lampung in the Academic Year of 2019/2020.

## **B. Identification of the problem**

Referring to the background of the research above the researcher identified the problems, as follows:

1. Role Play took much time in it is implementing
2. The students' speaking skill is still low
3. The students' pronunciation mastery is still low
4. The students feel shy and afraid to speaking English.

## **C. Limitation of the Problem**

Based on the identification above, the researcher limited the problem of the research on Guided Conversation technique in speaking process in order to know the influence of it on students' speaking skill in the form of performing dialogs showing suggestion and advice relations.

## **D. Formulation of the Problem**

Based on the identification and limitation of the problem above, the researcher formulated the problems as follows: Is there a significant influence of Guided Conversation technique toward the students' speaking skill?

## **E. Significance of the Research.**

It is expected that the research can have the following uses:

1. Theoretically

The results of this are expected to support, and can give information to provide the previous study and to use as a reference for further research.

## 2. Practically

### a. For the students

The students get easy to speak English with Guided Conversation technique.

### b. For the teacher

To give information for the English teacher that Guided Conversation technique is more effective to be used in teaching speaking skill.

### c. For the writer

The researcher will know about the students' speaking skill Especially in by using Guided Conversation technique and the researcher can carry out the technique to the next teaching and learning in the classroom.

## F. Scope of the Research

### 1. Subject of the Research

The subject of the research was the students of MAN 2 Bandar Lampung.

### 2. Object of the Research

The object of the research was students' speaking skill and the use of Guided Conversation technique.

### 3. Place of the Research

The research was conducted at MAN 2 Bandar Lampung.

#### 4. Time of the Research

The research was conducted at the first semester in the academic year of 2019/2020.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Frame of Theory

##### 1. Teaching English as Foreign language

Language is systematic.<sup>8</sup> Language is at the centre of human life. It is important in our life. It becomes a connector tool with each other. Setiyadi stated that language is a system for the expression meaning.<sup>9</sup> As stated in Brown that English is increasingly being used as a tool for interaction among non-active speakers.<sup>10</sup> It means that human communication life is a system of giving and receiving information based on speech sound that needs language as the main one. There are many languages in the world, one of them English. So, language is very important because it is always used by people to communicate with other and as a media communication to share information with other people by messages.

A foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application.<sup>11</sup> In Indonesia, English is learned at schools and people do not speak the language in the society. Learning English as a foreign language is not so difficult if the learners do a lot of

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<sup>8</sup> H. Douglas Brown, *Principles of language Learning and Teaching*. (San Fransisco: Pearson Education, 2000), p.6

<sup>9</sup> Ag, Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.10

<sup>10</sup> H. Douglas Brown, *Op.Cit* , p.118

<sup>11</sup> Muriel Saville-Troike. *Introducing Second language Acquisition*. (New York: Cambridge University Press. 2006). p.4



practice and are exposed to situation that contains English elements in it. The students should practice their English regularly both inside the classroom and outside the classroom. It means that, in Indonesia, English becomes a foreign language. Therefore, English is very important to be learned by students in elementary school up to university.

Based on the explanation above, the researcher concludes English has become a language that is used in daily life activities and to communicate with people. Language is a communication system of giving and receiving information based on speech sound that needs language is the main one. English is one of the languages that has been acknowledged by the most countries in the world as an international language and it has a large influence on human life. But, the students in Indonesia still find difficulties in learning English because of the different rules with Indonesian language. That is why the role of the teacher is needed to teach English to the student very well.

## **2. Speaking**

### **a. Definition of Speaking**

Shumin in Jack Richards said that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.<sup>12</sup> According to Richards and Willy a. Renandya state that speaking is one of the elements of

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<sup>12</sup>Jack Richards C, and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge: University Press, 2002), p. 204.

communication.<sup>13</sup> Speaking is an activity of delivering message, it occurs between speaker and listener orally. Through speaking someone can express her or his ideas, emotions and reactions to other person or situation and influence other person. It means that in order to express someone's ideas, speaker must also attend the aspect of speaking, in order that the message is understandable to the listener. Speaking is very important skill, because actually speaking is the ability that the teacher should treat the student to be active in practically not only in their capacity, but also to develop their habit in everyday life. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas.

Lado points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.<sup>14</sup> Speaking is important for some reasons. First, it helps students to be active learners because they have something to speak. In other words, speaking avoids them to be passive learners. Second, speaking can help students to interact and communicate with others. Third, they can share their idea, thought, feeling and opinion about something through speaking. Briefly, speaking is a very crucial skill for students.

From the above definition, it can be concluded that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in

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<sup>13</sup>*Ibid*, p. 210.

<sup>14</sup>Robert Lado, *Linguistics and Foreign Language Teaching*, (Michigan: Blackwell Publishing Ltd, 1961), p. 240

order to inform, to persuade, and to entertain that can be learnt by using some teaching – learning methodologies.

### **b. Assessing Speaking Skill**

Assessing is different from testing. Assessment means collecting information about learner's performance in order to make judgements about their learning.<sup>15</sup> It can be carried out through formal assessment and informal assessment. Formal assessment usually uses a kind of test. While, teachers can also informally assess the learners through monitoring or observing them while they are doing ordinary classroom activities. With the same idea, assessment is an ongoing process that encompasses a much wider domain.<sup>16</sup> Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance.

In conclusion, assessment is a process of measuring the students' performance. The teacher may choose different types of assessment as it addresses at different functions.

### **c. The Criteria of Speaking Skill Assessment**

As you consider designing task for assessing spoken language, these skills can act as a checklist of objectives. While the macro-skills have the appearance of

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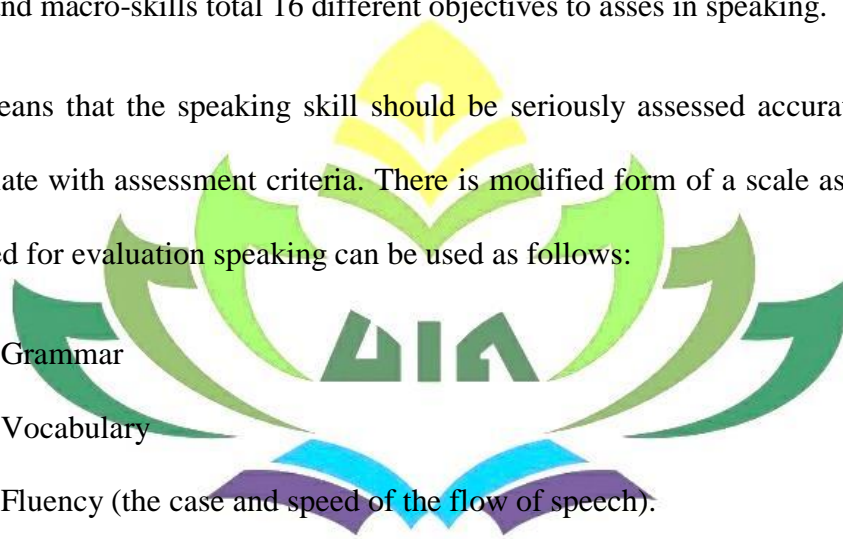
<sup>15</sup>Mary Spratt, Alan Puverness, Melanie Williams, *Teaching Knowledge Test (TKT) Course* (Cambridge: Cambridge University Press, 2005) p.102

<sup>16</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2<sup>nd</sup> ed) (New York: Prentice Hall, 2000) p. 4

being more complex than the micro-skills, both contain ingredients of difficulty, depending on the stage and context of the test-taker.<sup>17</sup>

Based on the explanation above, it can be concluded that speaking skill is developed in child life and priority for many second-language or foreign language learners. Speaking is the most common communicative activity in daily life. Then, speaking skill is an important object of assessment as well as speaking is one of micro- and macro-skills total 16 different objectives to asses in speaking.

It means that the speaking skill should be seriously assessed accurately that appropriate with assessment criteria. There is modified form of a scale as the one suggested for evaluation speaking can be used as follows:

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1. Grammar
  2. Vocabulary
  3. Fluency (the ease and speed of the flow of speech).
  4. Pronunciation (including the segmental features, vowel and consonants, and the stress and intonation).
  5. Comprehension.<sup>18</sup>

Based on explanation above, it can be concluded that speaking skill means the ability to use the language in oral form and to practice conversation in groups suitable with the expression that has been specified with measuring of pronunciation, grammar, vocabulary, fluency, and also comprehension.

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<sup>17</sup>*Ibid.* p. 143.

<sup>18</sup> David P. Harris, *Testing English as A Second Language*, (New York: Grow Hill, Inc, 1974), p.84



#### **d. Types of Speaking Activity**

An activity in teaching speaking is promoting the speaking ability that can be used by teacher to make students speaking in learning activities. Good speaking activities can motivate students. According to Brown there are two activities in teaching speaking.

They are as follows:

##### **1. Monologue**

Monologue is divided in two parts: planned and unplanned. Monologue means that when a speaker used spoken language as in speeches, lectures' readings, new broadcast, and he like. The listener must process long stretches of speech without interrupting the stream of speech will go on whether or not listener comprehends.

##### **2. Dialogue**

Dialog is divided into interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal). Transactional dialogue, which is carried out for the purposes of conveying or exchanging specific information is an extended out for from responsive language. For example may have more of negotiate nature to them than does responsive speech.<sup>19</sup>

Based on the explanation above, dialogue is one of type of speaking that can be used in this research because that is appropriate with the technique that

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<sup>19</sup> H. Douglas Brown, *Op. Cit.* p.251

researcher used and also with the material. The writer hopes that the students will improve their speaking skill and make students more active in teaching and learning process.

## **e. Teaching and Learning Speaking**

### **1. Definition of Teaching Speaking**

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. Teaching speaking is to train students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to other people. The goal of teaching speaking skill is to communicate effectively. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rule that apply in each communication situation. Harmer states there are three reasons for teaching speaking, they are as follows:

1. Speaking activities provide rehearsal opportunities-chances to practice real life speaking in the safety of the classroom.
2. Speaking task is students try to use any or all of the language they know provide feedback for both teacher and students.
3. The more students have opportunities to active the various elements of language.<sup>20</sup>

Therefore, language activities in the speaking class should focus on language use individually. But, also provide each student to speak that clear language is

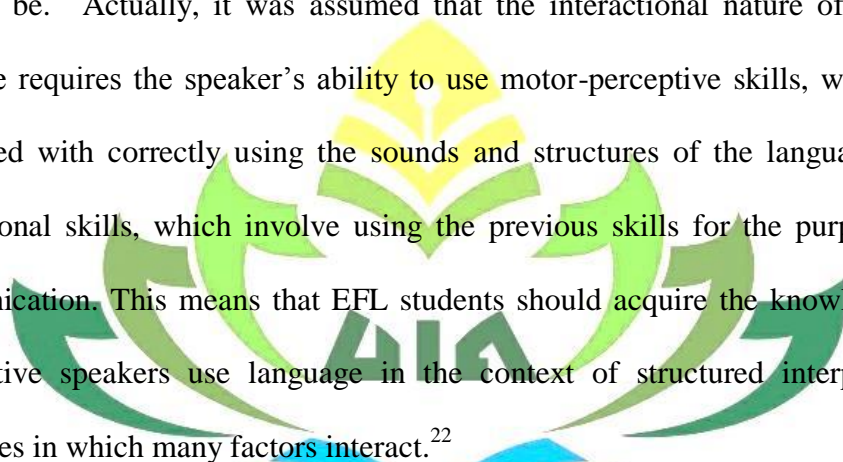
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<sup>20</sup> Jeremi Harmer, *How to Teach English*, (Harlow: Pearson Educated Limited, 2007), p.123

very important. The teacher speaks by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic.

## 2. Definition of Learning Speaking

Speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be.<sup>21</sup> Actually, it was assumed that the interactional nature of spoken language requires the speaker's ability to use motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using the previous skills for the purposes of communication. This means that EFL students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchanges in which many factors interact.<sup>22</sup>



Another way to raise the awareness of the learners about the features of daily life conversations is to make them listen to samples of daily conversations and later study on the scripts of these conversations. Here, the likely difference between the real daily conversations and course book conversations can be emphasized. The course book conversations usually do not reveal features of

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<sup>21</sup>Shiamaa Abd El Fattah Torky, *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*, (Cairo: Ain Shams University, 2006), p. 14, [https://www.academia.edu/28704526/The\\_Effectiveness\\_of\\_a\\_Task-Based\\_Instruction\\_program\\_in\\_Developing\\_the\\_English\\_Language\\_Speaking\\_Skills\\_of\\_Secondary\\_Stage\\_Students](https://www.academia.edu/28704526/The_Effectiveness_of_a_Task-Based_Instruction_program_in_Developing_the_English_Language_Speaking_Skills_of_Secondary_Stage_Students) , accessed on Thursday 23<sup>th</sup> , May 2019.

<sup>22</sup> *Ibid.* p. 15.

pausing, repetition, reflection that usually help better understanding in daily life conversations.<sup>23</sup>

Based on the explanation above, the teacher should make the condition of the classroom fun and dynamic, because the condition of the classroom can also affect the confidence and give motivation to the learners. As a learner there are many ways to improve our speaking skill, and listen to samples of daily life conversations is the one of many ways to learning speaking.

### 3. Activities to Promote Speaking

According to Kayi, there are several activities to promote speaking, as follows:

#### 1. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their

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<sup>23</sup> Eyup Yasar Kurum, *Teaching Speaking Skill*, (Ankara: Hacettepe University, 2016), p. 9.

topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way.<sup>24</sup>

In conclusion, discussion is formed by 4-5 students and the teacher give the controversial sentence to each group, then each group should about the topic that the teacher gave, and then they should presents their opinions to the class and each group should defends their idea. This activity can arouse students' critical thinking and make quick decisions, and students learn how to approve and justify themselves in a polite manner while disagreeing with others

## 2. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night."<sup>25</sup>

In this technique, students are asked to be one of the characters in a story and act as if he is the character, and the teacher tells students what the character is like and what his character is like.

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<sup>24</sup> Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", Vol. XII, (Journal Kayih[at]unr.nevada.edu), (Nevada: University of Nevada, 2006), available on <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html> , assessed on Monday 17<sup>th</sup> , June 2019

<sup>25</sup> *Ibid.*



### 3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.<sup>26</sup>

In conclusion, simulation is one of the learning methods that provide a presentation in the form of lessons using real situations and processes. Simulation is different from role-play because simulation is more elaborate. In this type of method, students are asked to be actively involved in carrying out interactions with existing situations around their environment.

### 4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not

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<sup>26</sup> *Ibid.*

provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.<sup>27</sup>

Information gap should be working in pairs. One learner will have the information that the other couple does not have and then the couples will be shared their information. The activities in information gap provide many goals such as collecting information or solving a problem. Likewise, each couple plays an important role because the task cannot be completed if the couples do not serve the information to the others need. These activities are effective because each person has the opportunity to speak extensively in the target language.

##### 5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.<sup>28</sup>

On a given topic, students can generate ideas in a limited time. Depending on the context, brainstorming of individuals or teams is effective and students produce ideas quickly and freely. A characteristic of good brainstorming is that learners are not criticized for their ideas so that they will be open to sharing new ideas.

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<sup>27</sup> *Ibid.*

<sup>28</sup> *Ibid.*

## 6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.<sup>29</sup>

In conclusion, storytelling is one good and interesting strategy for students in teaching speaking. In this strategy students are given freedom of thought and in this strategy students can tell stories about people around them or a story that has been heard from others, so they can easily do it.

## 7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews,

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<sup>29</sup> *Ibid.*

each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.<sup>30</sup>

In conclusion, this strategy is also good in built students' idea through making their own interview questions, and can increase students' confidence because they practice with their own classmates.

#### 8. Story Completion

This is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.<sup>31</sup>

in this step, students have the freedom of thought in talking about the stories given by the teacher, so this step can indirectly build the confidence of students to have the courage to speak.

#### 9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.<sup>32</sup>

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<sup>30</sup> *Ibid.*

<sup>31</sup> *Ibid.*

<sup>32</sup> *Ibid.*

In conclusion, before arriving to class, students are requested to read a newspaper or magazine and then they report to their friends in the class about what they find as the most interesting news. Besides that the students can also talk about whether they have experienced something valuable to say to their friends in their daily lives before class.

#### 10. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

**Diamonds:** Earning money

**Hearts:** Love and relationships

**Spades:** An unforgettable memory

**Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group.

For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery?



However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.<sup>33</sup>

In this step, as a role model, the teacher has full control in this step, and the teacher should be creative and understand to choose best for topic that needed in the game so that the purpose of learning through this step can run well.

#### 11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.<sup>34</sup>

In conclusion, picture narrating is the activity of some sequential images. Based on the criteria by the teacher rubric, the students are asked to tell the story that happened in the sequential images. The structures and vocabularies can be included in the rubrics for the needs of students in narrating.

#### 12. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For

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<sup>33</sup> *Ibid.*

<sup>34</sup> *Ibid.*

this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spoken person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.<sup>35</sup>

Another activity in speaking is called the picture describing that is activity for giving the students only one picture and asking them to describe it. In this activity the students can create the teams and each team is given by a different pictures. The students discuss a picture with their teams and representative from each group describes the picture to whole class. Through the picture describing, the students can develop their creativity and imagination with their public speaking skills

### 13. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.<sup>36</sup>

In this activity the students are asked to work in pairs and each partner is given by two different images, for instance, image of boys playing football and another image of girls playing tennis. Similarities and differences in images are discussed by students in pairs.

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<sup>35</sup> *Ibid.*

<sup>36</sup> *Ibid.*

Based on the explanation above, there are total roughly 13 activities to promote speaking, each activity have procedure, and the procedure should be implemented in teaching speaking. The teacher holds the main role in the class, especially in implementing the procedure of each activities, the teacher must adjust the procedure according to the conditions in the school. Because in its implementation, each school has different conditions.

#### **4. Guided Conversation Technique.**

##### **a. Definition of Guided Conversation Technique**

Guided conversation is dialogue and exercise that is the central learning device the lesson begins with a model guided conversation that illustrate the use of one or more functions and the structures students require, all in the context of a meaningful exchange of communication<sup>37</sup>. Teachers play an active role in this technique. The students should keep attention in the class, and always follows the rules. This kind of guidance the teacher does in the learning process of English-speaking skills inside the classroom to solidify the students' utterances in the form of simple conversation.

A guided conversation is best exemplified by a discussion group with a moderator, whose job it is to keep people on topic.<sup>38</sup> Teachers must prepare new

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<sup>37</sup> Molinsky & Bliss, *Express Ways English For Communication*, ( New jersey : Prentice Hall, 1986), p. 7. cited by Herlina, Muhammad Holandyah, "Teaching Speaking Skill SMP PTI Palembang in the Academic Year of 2013/2014". (Jurnal Pendidikan dan Pengajaran), available on <https://jurnal.radenfatah.ac.id> , accessed on Wednesday 1<sup>th</sup> , May 2019.

<sup>38</sup> Enidar widyaiswara, "Peningkatan Keterampilan Berbicara Bahasa Inggris melalui Guided Conversation", *Jurnal Speaking Skill*, Vol. 2 No.4 (March:2009), p.5, available on [https://bdkpadang.kemenag.go.id/index.php?option=com\\_content&view=article&id=449:peningkatan-keterampilan-berbicara-bahasa-inggris-melalui-guided-conversation&catid=41:top-headlines](https://bdkpadang.kemenag.go.id/index.php?option=com_content&view=article&id=449:peningkatan-keterampilan-berbicara-bahasa-inggris-melalui-guided-conversation&catid=41:top-headlines), accessed on Monday 17<sup>th</sup> , June 2019

material in guided conversation because in addition to reproduce the practice of speaking skills with the new vocabulary also because it has never imagined the existence of a new so that it appears a variety of questions and answers students. The teacher guides the students to open the students' minds with easy to understand language, the students' speech that has not been properly guided by the teacher slowly so that the students are able to develop. The teacher provides a link between the material and the student's learning experience. Both connections facilitate the practice of repetitive student speaking skills.

Guided Conversation is an effective technique to help students learn quickly and can master English material while being able to improve speaking skills, guided conversation also inspires students to create a communicative atmosphere in providing ideas, thoughts and responses while giving criticism in correcting conversations.<sup>39</sup> Guided Conversation is also an effective design to help students acquire fast learning techniques and can master English material as well as able to realize speaking skills. Treatment in the conversation is done with guidance in long and short duration conducted inside the study room. The implementation of English speaking skills through Guided Conversation inside the classroom is strongly influenced by several related factors. Learning conversational English is not easy, especially for those living in countries where English is not the first language for the speakers. So, Guided conversation can be the best way in teaching speaking skill.

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<sup>39</sup> *Ibid* , p.10

In short, guided conversation is one of technique to teach speaking by guide the students to speak in pairs with good pronunciation and giving the students opportunity about how to speak English well, then they can speak in less mistakes with their opposite speakers.

#### **b. Procedure of Guided Conversation Technique.**

According to Molinsky and Bliss the procedures of teaching guided conversation, as step:

1. Give the model conversation offers initial practice with the function and structures of the lesson and the functional expressions.
2. Encourage the students to be inventive as the create their character and situation of the model conversation
3. Present to the class each sentences of the model conversation a containing footnote expression with is alternative.
4. Have pairs the students present the model conversation in the class.
5. Have pair the students practice all the exercise using the footnoted expression with is alternative.
6. Assign the exercise as homework and ask them to present to the class next.<sup>40</sup>

Diaz and Grochowsky stated there are some procedures in Practical hints on the guided conversation:

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<sup>40</sup> Steven J Molinsky and Bill Bliss, *Opcit* , p.9



1. Activate background knowledge and pre-teach new vocabulary words.
2. Set a purpose for the exercise.
3. Students listen to the CD or teacher as they read along.
4. Students listen and repeat each line after the CD or teacher.
5. Teacher substitutes another vocabulary word into the model conversation.
6. Teacher takes one part and students take the other.
7. Divide the class into two groups. Each group takes one part.
8. Students practice the dialogue in pairs.
9. Student pairs volunteer to present dialogues to the class.
10. Teacher reinforces the dialogue with cloze activity, quiz, matching, created conversations, or group chants.<sup>41</sup>

From the procedures above, the researcher concludes that the procedures will used in this research is from Diaz and Grochowsky, because the procedure provided by Diaz and Grochoswky is more detailed and researcher feel more comfortable in its implementation. The similarities of the two procedures above are the same as giving the conversation to students and forming students in pairs, and the difference is that we can see in the second procedure, in the section "students listen and repeat each line after the CD or teacher", in that step which is in the second procedure is very sufficient to define the technique that will used by researcher in this research, and that step is not available in the first procedure, so

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<sup>41</sup> Beatriz Diaz, Christi Grochowsky, "strategies and method in learning English". *Article of creating an interactive classroom with the guided conversation model* (2007), available on [http://adultesolprogram.dadeschools.net/pdfs/smile\\_feb07.pdf](http://adultesolprogram.dadeschools.net/pdfs/smile_feb07.pdf) , Accessed on Monday 17<sup>th</sup> , June 2019

the researcher decided to choose the procedure according to Diaz and Grochowsky.

### **c. Advantages of Guided Conversation Technique**

Guide conversation is one of techniques that can give many advantages either for the students or for the teacher. Guided conversation as an oral text is a direct meeting between two or more people, and it can provide results that we can get from conventional written text.<sup>42</sup> Due to the teacher is able to know how well the students' speaking and the teacher also can get information conveniently through looking at the result of reading comprehension. Guided conversation can be used as a technique to make students speak English appropriately and correctly. So, in teaching speaking, this technique is often implemented because it gives many advantages for improving the students.

### **d. Disadvantages of Guided Conversation Technique**

Essentially a science that created by humans is not perfect, all the science there are advantages and disadvantages. If we see the guided conversation strategy within the scope of the way in the process of teaching and learning in the scope education of course in addition to the advantages and disadvantages. The

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<sup>42</sup> Nic Underhill, *Testing Spoken Language: A Handbook of Oral Testing Technique*, (Cambridge University Press: Cambridge, 2004), p. 79. Cited by Nurafni Sitepu, "Improving The Student's Speaking Ability by Applying Guided Conversation Strategy at The Eleventh Grade of SMA Muhammadiyah 2 Tanjung Sari Medan in The Academic year of 2016/2017" . (Skripsi Program S1 Pendidikan Bahasa Inggris UIN Sumatera Utara Medan, Medan, 2017) , Available on <http://repository.uinsu.ac.id/3820/> , accessed on Thursday 11<sup>th</sup> , April 2019

disadvantages of the guided conversation technique such as; The Guided conversation technique requires a relatively large amount of time to practice the conversation of the students with their partner because it will be guided by the teacher when something is wrong, most students or groups designated as actors feel embarrassed to practice the conversation in front of the class for fear of being wrong and in commenting, and not all subject matter can be presented through this technique.

#### **4. Role-Play**

##### **a. Definition of Role-Play**

Role Play is an example of “learning by doing”. Role Play thus engages students in a creative participatory activity that requires them to apply course concepts as they assume fictional identities or envision themselves in unfamiliar situations.<sup>43</sup>

Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role play activities could be shown as the way student behaves in specific context and situation. The researcher defines it as the role playing technique as a methodology for teaching which is conscious representation and discussion of the role in a

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<sup>43</sup> Elizabeth F. Barkley, K. Patricia cross, Claire Howell Major. *Collaborative Learning Techniques* (1st edition). (San Fransisco: A Willey Imprint, 2005). p. 150.

group. In the class a problem context is shortly acted out so that the students can cope with the character.<sup>44</sup>

Role plays provide students with the opportunity to take part in activities which mirror career-related scenarios. To help students understand the use of role playing sessions, role plays should be content-focused, match learning objectives, and be relevant to real-world situations. Role playing exercises encourage students to think more critically about complex and controversial subjects and to see situations from a different perspective. When properly employed, role plays can motivate students in a fun and engaging way. And improve the imagination the learners automatically, so the learners can make a choice for facing the new thing when doing the action, make a plan, learn from the mistakes that's why role play is called learning by doing.

#### **b. Procedures of Role Play**

- a. Ask students to form groups with enough members in each group to assume each stakeholder role.
- b. Present the scenario and allow time for discussion of the problem situation. It is important to allow sufficient time for students to ask question on any aspects of the scenario that are unclear.
- c. Assign or ask students to each assume a stakeholder role. If assigning group process roles such as moderator or observer, make sure students are clear on their tasks.

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<sup>44</sup> Dhea Mizhir Krebt, *The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students*, Journal of Language Teaching and Research, Vol. 8, 2017, p. 864, available on [https://www.researchgate.net/publication/319431174\\_The\\_Effectiveness\\_of\\_Role\\_Play\\_Techniques\\_in\\_Teaching\\_Speaking\\_for\\_EFL\\_College\\_Students](https://www.researchgate.net/publication/319431174_The_Effectiveness_of_Role_Play_Techniques_in_Teaching_Speaking_for_EFL_College_Students), accessed on Thursday 11<sup>th</sup>, April 2019.

- d. Inform students of the time limit or other parameters that will signify the end of activity.
- e. Instruct students to enact the role play. The role play should run only until the proposed behavior is clear, the targeted characteristic has been developed, or the skill has been practiced.
- f. Follow the role play with a discussion within the small groups and/or with the whole class. Discussion should focus on students' interpretations of the role and the motivations for and consequences of their actions.
- g. Consider asking students to reenact the role play, changing, characters, or redefining the scenario and then holding another discussion.<sup>45</sup>

According to Hamzah, these are procedures of role play for classroom activity:

- a. The teacher prepares the scenario that they are going to perform.
- b. Pointing several students' to mastery the scenario in view days before the day.
- c. The teacher divides the students' in groups, ±5 students each group.
- d. The teacher explains about the competence that they are going to achieve together.
- e. Call pointed pupils to play what they have prepared.
- f. Mean while, the others stand in their own groups to observe the playing scenario.
- g. After that, each student is given work sheet to discuss in each group performance.

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<sup>45</sup> Elizabeth F. Barkley, K. Patricia cross, Claire Howell Major, Op.Cit. p.151

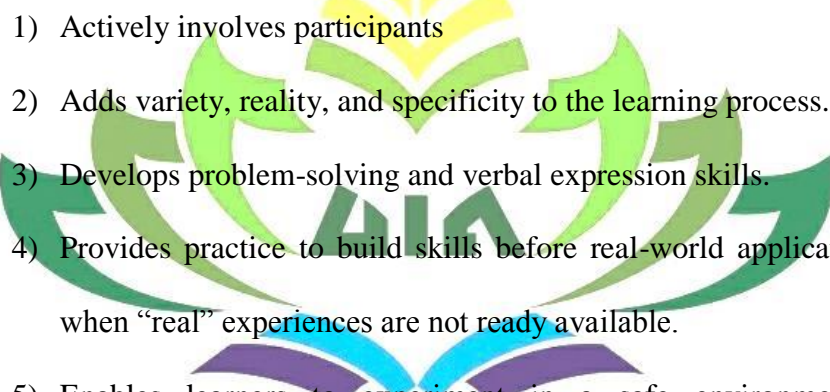


- h. Next, each group presents their conclusion.
- i. The teacher gives the general conclusion.
- j. Closing <sup>46</sup>

From the procedures above, the researcher conclude that the procedures will be used in control class is from Hamzah.

### c. Advantages of Role-Play

According to Wehrli, Role Play technique has some advantages and disadvantages as follows:

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- 1) Actively involves participants
  - 2) Adds variety, reality, and specificity to the learning process.
  - 3) Develops problem-solving and verbal expression skills.
  - 4) Provides practice to build skills before real-world application and when “real” experiences are not ready available.
  - 5) Enables learners to experiment in a safe environment with behaviour which strike them as potentially useful and to identify behaviour which are not. <sup>47</sup>

### d. Disadvantages of Role-Play

- a. Puts pressure on learner to perform, which can create embarrassment and even resistance.
- b. Depends heavily on learners imagination and willingness to participate

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<sup>46</sup> Hamzah B. Uno & Nurdin Muhammad, *Belajar dengan Pendekatan PAILKEM*, (Jakarta: Bumi Aksara, 2011) p. 122

<sup>47</sup> J.G Nyquist Wehrli, *Teaching Strategies/Methodologies: Advantages Disadvantages/Cautions, Keys to success*, 2003, accessed by internet at February 1<sup>st</sup>, 2019 from <http://som.unm.edu/omed/does-dev/genteachstrategies.pdf> (pdf adv-disadv) p.23

- c. Can engender strong emotions related to past experiences, empathy, etc.
- d. Can lack focus unless well-planned, orchestrated, and monitored.
- e. Can reinforce ineffective behavior/strategies if performance is not observed by knowledgeable person who provides appropriate feedback
- f. Can be unpredictable in terms of outcomes
- g. Can be time consuming.<sup>48</sup>

### **B. Frame of Thinking**

Based on preliminary research, the researcher finds some problems such as students are low in speaking because they seldom practice, the pronunciation mastery is still low and they have limited vocabulary in speaking English and they feel shy and afraid in making mistakes. The teacher focuses to achieve the target of student scores in the exam.

In this research, the researcher assumes that uses of Guided Conversation as a technique in teaching speaking class which is effective to improve students' speaking skill. Guided Conversation technique gives students opportunity to practice speaking, and guided conversation can improve the pronunciation mastery also the vocabulary of the student and decrease their shy and afraid in making mistakes. In addition, Guided Conversation technique is one of interesting teaching techniques that can be apply for teaching learning English.

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<sup>48</sup> *Ibid.*p.23

### **C. Hypothesis**

Ha : There is a significant influence of using guided conversation technique towards students' speaking skill at the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2019/2020.

Ho : There is no significant influence of using guided conversation technique towards students' speaking skill at the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2019/2020



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